

AN ANALYSIS ON THE SECOND SEMESTER STUDENTS' ABILITY IN PRONOUNCING TONGUE TWISTER AT THE ENGLISH EDUCATION DEPARTMENT OF STKIP INSAN MADANI AIRMOLEK

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Abstract: *This research used descriptive qualitative method. The purpose was find out the students' ability in pronouncing tongue twister. The data instruments was distributed in a kind of oral test which required the second semester students to pronounce the sentences in tongue twister at the English Education Department of STKIP Insan Madani Airmolek.. The data collection technique used was by asking the students to pronounce the text given by using tongue twister. They recorded their tongue twister pronunciation. The test delivered was based on the relevant literature review and the authors' observation during their teaching the material of Pronunciation to their students. From the results,, it was concluded that the students' ability in pronouncing tongue twister was considered less because they had limited knowledge and less practice. The findings of the research were then expected to give some points of view for lecturers, especially those who teach pronunciation to have various teaching techniques to get their students' attention to learn and practice more about pronunciation. The lecturers can also use interesting audio visual teaching media so that the students know how to pronounce words, phrases or sentences like native speakers do.*

Key Words: *Pronunciation, Tongue Twister, Ability*

INTRODUCTION

Communicating to each other is one of the most basic needs for human beings. They need to communicate for personal and social life. The communication is needed for daily life, job interviews, product

presentations, meetings, trainings, or even birthday parties. To have understanding among others during communication, accurate pronunciation is really important. Mispronunciation will of course leads to misunderstanding the topic being

discussed and to conversation break down. That is why it is no doubt that pronunciation determines the success of listening and speaking activity during the communication takes time.

Good pronunciation will make someone speak more clearly and fluently. For English students, Pronunciation becomes one of the subjects that must be learnt. Pronunciation is how the words are spoken. Maharani (2017) stresses that pronunciation relates with proper word production and word utterances when they are used and spoken. When the sounds are pronounced, there will be different symbols called phonetic symbols of the sounds. Often, pronunciation is still difficult for students because they are expected to pronounce English words well in accordance with the pronunciation.

Non-native speakers of English often find it uneasy to pronounce words correctly because of their mother tongue and their lack of knowledge. Only by looking up at dictionary to see the phonetics symbols often does not help the students know how to pronounce the words. They need the lecturer to show them how to read the symbols whether

it is directly or through audio of the teaching media.

On the other hand, the lecturer must also be able to teach his students and make them good at pronunciation. He must vary many teaching techniques to interest the students in learning. The lecturer can use tongue twister technique as one alternative to teach pronunciation since it is quite interesting and fun for them. Practicing tongue twisters can strengthen the students' speaking ability because they have to read the sentence fast and correctly. The faster they can say the tongue twister without slipping up, the stronger their language skills become.

Bailey and Savage (1994) tell that tongue twister sentence has some similar word sounds which are different in meaning. When the students read the tongue twister sentences, they must pronounce them quickly and correctly. The students usually have fun with tongue twister although it has similar sound combination but different in meanings. The students feel very challenged and motivated even though they have to repeat tongue twister over and over again until they read it correctly.

Based on the explanation above, the authors would love to conduct a research entitled “An Analysis on The Second Semester Students’ Ability in Pronouncing Tongue Twister at The English Education Department of STKIP Insan Madani Airmolek.

REVIEW OF LITERATURE

Previous Research Findings

The authors have studied some previous researches that are related to this research. The first research studied was The Effectiveness of Tongue Twister Technique in Teaching Pronunciation at Sman 1 Nawangan, Pacitan written by Fraesti (2020). Based on the data analysis, it can be concluded that there was a significant different in pronunciation achievement of the students who were taught using tongue twister technique and who were not taught using tongue twister technique at the Tenth grade of SMAN 1 Nawangan Pacitan in academic year 2019/2020. She wanted to find out whether the use of this technique gave different result of students’ pronunciation.

The result of the mean score was the students who were taught using tongue twister technique got a better score of the student’s post-test

from the experimental group (92.00). It was higher than the control group (82.41). It was found that the comparison between students’ pronunciation who were taught using tongue twister technique and who were not was 8,585. This score was higher than T table which was 2.01 at the level of a significant 5% with $df = 46$. It meant H_0 was accepted. In other hands, the use of tongue twister technique was effective to improve students’ pronunciation.

The other research studied by the authors was conducted by Perwira (2011). She wrote a paper titled “Students Pronunciation Ability in Reading Report Text”. Based on the result of the research she had conducted, she found that many students’ pronunciation ability was below satisfactory level or poor. It can be seen through the result. The percentage of students who are able to pronounce English words correctly is very poor that is 51.56%. And words that they commonly fail to pronounce are words with correlation marks, words ended in “-ates”, prepositions and word “there” as a pronoun. In short, the students often failed to pronounce word correctly

most of the time even though they have learnt Pronunciation at campus.

By taking into account the previous researches, the researches about tongue twister have been conducted several times but not many researchers get interested in it.

Definition of Pronunciation

One needs to understand what others say when he communicate with. In many language when many people communicate whether they are speaking slowly or fast, they often join words in certain ways and pronounce those words which must be understood by other speakers. The way they pronounce the words or phrases or sentences determines what the conversation means. That is why pronunciation is important for both listening and speaking.

One must have clear pronunciation to avoid the conversation break down. Rebecca (1993) mentions that pronunciation is the way to produce speech sound high involves articulation, vowel, formation, accent and intonation. Yates (2002) believes that pronunciation refers to sound production which is used to make meaning. Pronunciation is really

essential to contribute the communication understanding to each other.

Pronunciation deals with individual sounds, sequences of sounds, stress, and intonation (in phrases and sentences). Ramelan (2003) further explains that two parts of pronunciation elements are segmental features and suprasegmental features. The segmental features mean sound (phoneme) and the suprasegmental features refers to stress, length and intonation.

Figure 1
Segmental Features of Pronunciation

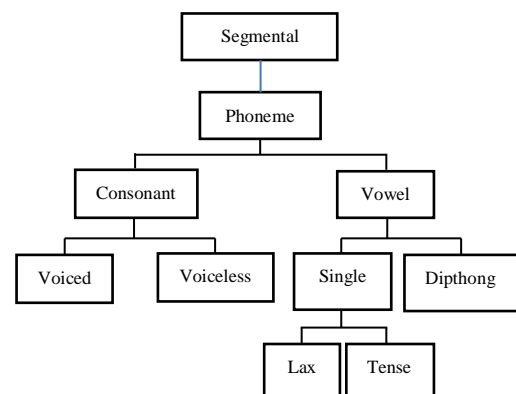
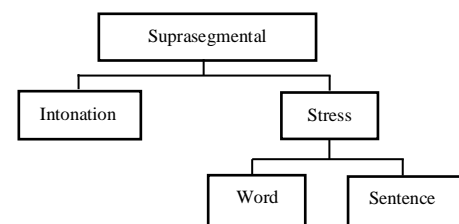


Figure 2
Suprasegmental Features of Pronunciation



Phonemes deal with phonetic symbols which indicate the sound of each symbol. Mark (2007) describes that there are 26 letters in the English alphabet, which are divided into 5 vowels and 21 consonants. However, there are more than 40 sounds of vowels and consonants in English. The sounds of words can be different sound with different words, same pronunciation different spelling or same spelling different pronunciation.

Phonetic Symbols

1. Vowels:

- a. Lax/Short
- b. Tense/Long
- c. Glide/Diphthong

2. Consonant:

- a. voiced : g, b, d, v, θ, z, ʒ, tʃ, dʒ, m, n, ŋ, w, j, r, l
- b. voiceless: f, k, ð, s, ʃ, h, p, t

a. Consonant Types of Sound

Consonant sounds are produced by blocking the air as it leaves the mouth. Tongue, lips, and teeth function as articulators to block the air. It is known that there are 25 English consonant sounds.

Table 1
Consonant Sounds (Phonemes)

Sound Type	Pronunciation Way	Sounds	Example
plosive	complete block of air followed by explosion	p, b, t, d, k, g, ?	pick, book, took, dirt, cut, good, football
fricative	constant flow of air squeezed through a block, sounds like friction	f, v, θ, ð, s, z, ʃ, ʒ, h	fat, van, thief, these, saw, wash, zoom, measure, hat
affricate	plosive followed by fricative	tʃ, dʒ	charm, stage
nasal	air is released through the nose	m, n, ŋ	man, when, tank
approximant	vowel-like consonant, no full block of air sound	w, j, r, l	wow, you, run, lie

b. Vowel Types of Sounds

There are 19 English vowels. They are divided into 3 (three) types; lax (short), tense (long), and glide (diphthong). The vowel sounds are made by shaping the mouth as air flows out. Tongue, lips, and jaw functions as the articulator to produce the vowel sounds.

Table 2
Vowel Sounds (Phonemes)

Sound Type	Phoneme	Spelling	Examples
Lax/ Short (single mouth position)	ə	a, e, o, u	alive, the, today, supply
	ɪ	i	thin, sit, rich
	ʊ	u, oo, ou	put, look, should
	e	e, ea, ie	went, bread, friend
	ʌ	u, o	fun, love, money
	æ	a	cat, hand, fan
	ɒ	o, a	rob, top, watch
Tense/ Long (single mouth position)	i:	ee, ea	need, beat, team
	u:	ew, oo, o_e	few, boot, lose
	ɜ:	ir, ur, wor	third, turn, worse
	ɔ:	al, aw, or, our, oor	talk, law, port
	ɑ:	a, al, ar	glass, half, car
Glide/ Diphthong (double mouth position)	eɪ	ay, ea, ae, ai	bay, great, maid
	aɪ	ie, i_e, i, y	fine, like, might, lie
	aʊ	ou, ow	round, how, brown
	əʊ	o, o_e, oa	no, stone, road
	ɪə	eer, ear	beer, hear, steer
	eə	are, ere, ea, ai	care, there, bear
	ʊə	ure, our	tour, pure
	ɔɪ	oi, oy	noise, toy, choice

Definition of Tongue Twister

Teaching pronunciation is a kind of challenge for English lecturers to make their students able to pronounce words/phrases/sentences correctly. They need to find techniques of teaching to realize this. One technique which can be used for teaching pronunciation is tongue twister. The students usually love this technique since they can practice to say the sentences fast and challenge their other friends to do the same thing. When they pronounce tongue twister, they say the sentences fast even though

in the beginning they need to start saying the sentences slowly.

Fraesti (2020) defines tongue twister as a phrase or a sentence that is difficult to say because it has similar repeated sound to create consolidation among students because they feel fun in learning English. Tongue twister uses combination of alliteration and rhyme which can consist of three sound sequences. Those sounds can be exchanged because according to Rohman (2016), tongue twister can be similar but different phonemes, unfamiliar construct in loan words, or other features of language. In other words, tongue twister is sound combination that gives difficulties for mouth and tongue because of slight variation of consonant sounds (specific, related of phonemes or sounds).

Kinds of Tongue Twister

Tongue twister has 3 levels of difficulties to pronounce:

1. Sentence Level

Ex: Can you can a can as a canner
can can a can?

2. Repetitive Level

Ex: Babbling bumbling band of
baboons

3. Story

Ex: Should Thom Wright decide to write, then Wright might write right rite, which Wright has a right to copyright. Copying that rite would copy Wright's right rite, and thus violate copyright, so Wright would have the legal right to right the wrong. Right?

Implementing Tongue Twister in Class

Through some activities A lecturer can apply the technique of tongue twister as written below.

a. Dictogloss

Stewart (2014) shows the sentence dictated to the students. After they listen to the sentences, they reconstruct, analyze and correct them.

b. Chain reading

The students are placed into some group. Every group member must read the words of the tongue twister one by one. The group which finishes quickly becomes the winner.

c. Whisper tongue twister

A student is given a tongue twister sentence and memorize it. He then delivers the sentence to

the next student. The next student then delivers it to the students after him. It continues until no more students left in the row. The result will depend on the listening ability and language competence they have.

The Advantages of Tongue Twister

Some advantages of tongue twister are:

1. Improve the students' learning motivation and self-confidence
2. Class environment becomes more enjoyable and alive because the students learn pronunciation excitedly and relax.
3. The students' pronunciation improve since they got models from supporting media to minimize the mistakes they make during pronunciation class.

The Disadvantages of Tongue Twister

The disadvantages of tongue twister are:

1. There are students who find it really difficult to pronounce tongue twister because they can't move their

mouth and tongue fast and appropriately. It happens because they practice pronunciation less.

2. Lecturer and students need more energy and time to practice tongue twister.

METHODOLOGY

This research used descriptive qualitative method to analyse in-depth data about the second semester students' ability in pronouncing tongue twister at The English Education Department of STKIP Insan Madani Air Molek. Travers (2001) states that this sort of method correlates strongly between the activities and the human group's behaviour. Moreover, Creswell (2013) adds that a descriptive qualitative method helps the researchers to have the description of an individual or setting, analyze the data for themes or categories and interpret conclusions about its meaning personally and theoretically.

This research was conducted at STKIP Insan Madani Air Molek, which is located on Jalan Jendral Sudirman, Po Box 18 Tel. (0769) 41024, Airmolek, Pasir Penyau Indragiri Hulu Regency, Riau. This

paper was conducted for three months, started in the middle of February to the end of April 2021. The second semester students of The English Education Department of STKIP Insan Madani Air Molek became the subject of the research. The total number of the second semester students was 24 students. The students' ability in pronouncing tongue twister (sentence type, repeated sentence, and story) became the concern of the object of the research.

By observing the teaching and learning process, the authors then decided to give a kind of test to the students to see their ability through the result of the test. The technique of collecting this data was that the researcher gave a test to analyse the students' abilities in pronouncing the tongue twister. Tests were given in the oral form by giving tongue twister sentences which the students must read.

The sentences were divided into three types; sentence type, repetitive and story. The test was oral test that consisted of 15 items. Those items were divided into three sections in which each section had 5 items of oral test.

Table 3
Specification of The Test

No	Type	Test Type	Item Number	Total item
1	Sentence Type	Reading aloud	1, 2, 3, 4, 5,	5
2	Repetitive	Reading aloud	6, 7, 8, 9, 10	5
3	Story	Reading aloud	11, 12, 13, 14, 15	5

DATA ANALYSIS TECHNIQUES

The formula used to analyze the data in this research was:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency

N = Number of cases (frequency individual sum).

P = Number of frequency.

100% = Percentage

After getting the students' percentage and frequency of the students' ability in pronouncing tongue twister, the formula below was used:

$$P = \frac{F}{N \times n} \times 100\%$$

Table 4
The Criteria of The Students' Score:

No	Score	Category	Score
1	80 – 100	Excellent	A
2	70 – 79	Good	B
3	60 – 69	Fair good	C
4	50 – 59	Fair	D
5	0 – 49	Less	E

RESULT AND DISCUSSION

In this section, the researchers provided a description of the data instruments used in this study. To compute the students' score and calculated the percentage they used the theory of Spoken English Scoring Scale (Underhill, 1987). Meanwhile, to determine whether the percentage is high or low, they used criterion referenced grading (Gronlund; 1981: 527).

The data were the results of the oral tests about the difficulty of pronouncing the tongue twister that were divided into sentence type, repetitive and story type. The number of the test given was 15 items, consisting of 5 sentence type, 5 repetitive type and 5 story type.

The test included tongue twisters that have particularly problematic minimal sound differences, similar but different phonemes, unfamiliar construct in loan words or other features of the language. In addition, there are also a combination of alliteration and rhyme which have two or three sound sequences with some sound exchanged, for example, "She sells sea shells on the sea shore. The shells that she sells are sea shells I'm sure." In addition to the test, the authors also used observation technique to find out about the implementation of learning in the topic of tongue twister during Pronunciation class.

The study entitled "An Analysis on The Second Semester Students' ability in Pronouncing Tongue Twister at The English Educations Department of STKIP Insan Madani Air Molek, Indragiri Hulu Regency" used a quantitative approach. Descriptive method was used as the main approach to describe the results of the research. The quantitative approach was used as an additional approach to calculate the percentage of occurrences of students' errors in pronouncing tongue twister.

The results of this study were the students' ability in pronouncing tongue twister. The subjects in this study were the second semester students of the English Education Department at STKIP Insan Madani, Indragiri Hulu District. Meanwhile, the object of study was the students' ability in pronouncing the tongue twister. The object of the study was adjusted to the formulation of the problem in the study. The data in this study were taken on March 10 – 24, 2021. The number of samples in this study were 24 second semester students.

After the data were collected, they were analyzed and then the following results were obtained:

Table 5
The Students' Score of Tongue Twister

No	Sample	Type		
		Sentence	Repetitive	Story
1	Student 1	8	8	6
2	Student 2	6	4	4
3	Student 3	6	6	6
4	Student 4	6	6	6
5	Student 5	4	4	4
6	Student 6	8	8	6
7	Student 7	6	6	6
8	Student 8	6	6	6
9	Student 9	4	4	4
10	Student 10	4	4	4
11	Student 11	6	6	4
12	Student 12	6	6	4
13	Student 13	6	4	4

14	Student 14	8	8	8
15	Student 15	8	8	8
16	Student 16	4	6	6
17	Student 17	6	6	6
18	Student 18	6	6	6
19	Student 19	6	6	4
20	Student 20	8	8	6
21	Student 21	8	8	6
22	Student 22	4	4	4
23	Student 23	6	6	4
24	Student 24	6	6	6

The result of the test showed the score which the students obtained. For the all of the tongue types (sentence, repetitive and story), the students got the score in the even number because the test consisted of 5 items and each item was 2.

Table 4.2
The Students' Score Of
The Tongue Twister Oral Test

No	Sample	Type			Total Score
		Senten- ce	Repeti- -tive	Story	
1	Student 1	8	8	6	7.3
2	Student 2	6	4	4	4.7
3	Student 3	6	6	6	6
4	Student 4	6	6	6	6
5	Student 5	4	4	4	4
6	Student 6	8	8	6	7.3
7	Student 7	6	6	6	6
8	Student 8	6	6	6	6
9	Student 9	4	4	4	4
10	Student 10	4	4	4	4
11	Student 11	6	6	4	5.3
12	Student 12	6	6	4	5.3
13	Student 13	6	4	4	4.7
14	Student 14	8	8	8	8
15	Student 15	8	8	8	8
16	Student 16	4	6	6	5.3
17	Student 17	6	6	6	6
18	Student 18	6	6	6	6

19	Student 19	6	6	4	5.3
20	Student 20	8	8	6	7.3
21	Student 21	8	8	6	7.3
22	Student 22	4	4	4	4
23	Student 23	6	6	4	5.3
24	Student 24	6	6	6	6
Total		146	144	128	139.1

DISCUSSION

The table above showed the result of the whole test given to the students. The researcher has gathered the students' score as her data in this research. The data included all of the students' score. After getting the students's score for each type of the tongue twister, the authors got the mean score of the students's ability in pronouncing tongue twister.

Table 4.6
The Mean Score of the Students'
Ability inPronouncing Tongue
Twister.

No	Type	Score	Mean
1	Sentence	146	41
2	Repetitive	144	40
3	Story	128	36
Total			39

It can be described that there 41% students who were able to pronounce sentence type of tongue twister correctly. Only 40% students couldpronounce repetitive type of tongue twister well. Meanwhile, 36% students pronounced story type of tongue twister appropriately.

The students mispronounced the words. For example; they pronounced quiche/kwik/ instead of quiche/ki:f/ ; they pronounce Wright/wrigh/ instead of Wright/rait/. In addition to this, they also had problems of intonation, pitch or transition. They got problems when they were asked to read words, phrase or sentences with correlation marks, interrogative sentence, and words after semicolon. It can also be described that they rise or lower their tone without knowing the rules of intonation, pitch or transition. Moreover, they often got doubt about weak or strong form of the words like the word “there”. It should be there/ðə(r)/ but they pronounced it there/ðe(r)/.

CONCLUSION

The author come to the conclusion that the students’ ability in pronouncing tongue twister was actually under the average or not more than 50% for each type (sentence type 41%, repetitive type 40%, and story type 36%). The mean score for test the students joined in was also less (39%). What can be inferred is just that the average score was less because none of the type of tongue twister sentences

the students pronounced could be upper the level of 70%, especially for story type. This happened because the students had very limited knowledge of phonetics symbols and how to pronounce them well. The types of the tongue twister also gave them difficulties to synchronize with their mouth and tongue when they pronounced tongue twister. They had to keep in their mind so many phonetic symbols and they had to be able to pronounce those symbols correctly. No wonder if they got confused when they were asked to get involved in the test of tongue twister pronunciation.

SUGGESTION

Beside having good lesson plans or preparing good materials for the teaching, there is other factor which should also be taken into account by lecturers. A lecturer who teach pronunciation is expected to be able to vary the techniques of the teaching to interest their students in learning it so that they can understand and enjoy the material learnt. The lecturer must also considered the use of suitable audio and visual aids to support the techniques of teaching. Besides, he must be patient with the students who are weak in

understanding the learning materials and prepare his extra time to teach them outside classes.

The appropriate teaching techniques of pronunciation will support the students to have motivation and improvement of learning. The researcher hopes that the students should have a great motivation to learn, especially in English lesson. They have a consideration that they have to improve their pronunciation because it is important for listening and speaking skills. If they do not understand about the materials, they are supposed not to be shy to ask the teacher or their friends. Then, their language skills will be improved.

Finally, the authors expect that the research can be a source of reference for other researchers to conduct a research about pronunciation in order to cope with the failures of the students in pronouncing English words in the future.

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